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Training the Boy. By WILLIAM A. MCKEEVER. New York: Macmillan, 1913. Pp. i-xviii+3-368.

Among the various types of books on educational subjects two are easily differentiated: those which suggest thoughts and lines of work without entering fully into details and those that give a bill of particulars of the ways and means of attaining the desired end. To do the latter without writing platitudes is exceedingly difficult and for this reason, perhaps, is rarely attempted. The author of the book before us has, however, undertaken this task and has done it very well.

It would be impossible, in a brief review, even to approximate an enumeration of the subjects treated, because they include pretty nearly all of the active interests of boys. To the reviewer, the following passage seems to summarize the thought underlying the book: "It is really imperative that the small boy be provided daily with some constructive work-play activities. It is as natural for him to desire to build playhouses, mud-dams, and 'thing-a-bobs' of other sorts as it is for healthy grown men to desire and need wholesome occupation. *Therefore, one must learn to see things from the boy's point of view, and thus fall in with his childish plans and specifications for constructive play-work.*"¹ The entire book is an attempt to show in detail how this may be done. Beginning with the pre-school period, the author finds that the occupations of even these little youngsters must be planned for, that their training should be directed by a definite purpose. They should have something constructive to do.

Under the "Public School and Adjustment," "Vacation Employment," "Serious Industrial Employment," and "Sending the Youth to College," parents are given valuable advice and suggestions about getting their boys into the right mental attitude toward work. Social training is discussed as an outgrowth of play and recreation instead of being the result, as it is too often thought to be, of rules and prohibitions. Though the author does not say so, the reader is constantly, and properly, impressed with the thought that education and training are inseparable. The book is a protest against the view which divides the mind into compartments, one of which is to be filled with knowledge by the teacher and the other with precepts and maxims of conduct by institutions other than the school.

Those who have followed the author's previous work will not be surprised at the importance which he gives, in his treatment of habits, to the avoidance of tobacco and liquor, and to the relations between boys and girls.

Concerning vocational training the discussion is again sane. The author does not believe it wise to settle the boy's future occupation too soon, to thrust him into a vocation which, later, he may dislike. "Notwithstanding the advantage of every ordinary opportunity of training and schooling, some young men are very late in choosing a permanent calling." Stimulus and opportunity

¹ The italics are the reviewer's.

to try oneself are necessary. "Now to stimulate him properly is to touch the nerve centers that seem to be awakening into activity, and to give opportunity is to furnish the specific means of practice called for at the time."

Finally, service training is considered in preparation for citizenship, for social service, home life, marriage and parenthood, and for religious life.

The book is suggestive and valuable for parents who are feeling their way and who, with the best intentions, are often wholly ignorant of the ways and means of helping their boys attain a high type of manhood. The excellent bibliographies, one at the end of each chapter, offer opportunity for further study and a wider outlook upon the subjects treated in the book.

EDGAR JAMES SWIFT

Correlations of Mental Abilities. By BENJAMIN R. SIMPSON. New York: Teachers College, Columbia University, 1912. Pp. v+122. \$1.00.

What sort of mental abilities are most nearly related to "general intelligence"? What most differentiates a group of seventeen efficient graduate students and teachers from a group of twenty unemployed men hanging around the Salvation Army and a Bowery Mission in New York? These are questions which Simpson attacks in his Doctor's thesis. Using fifteen tests individually with each man in these extreme groups, he becomes confident that tests could be so selected that an hour's examination would give a very significant indication of the general ability of an individual. Not only does he believe that it is practicable to talk about "general intelligence," but he also believes it is possible to pick out certain relatively specialized capacities, such as sensory discrimination, motor control, quickness and accuracy of perception, which do not imply the presence of other capacities except to a very limited extent.

In determining which tests are most important for measuring "general intelligence" he groups those tests together which by the closeness of their correlations with one another and by their apparent similarity seem to reach special processes. Subject to the limitations of the experiment he finds that "general intelligence" implies the different abilities tested in the order given below. The figures are averages of the correlations of the tests in each group with the other tests: selective thinking, 0.59; memory, 0.50; association, exclusive of learning pairs, 0.48; quickness and accuracy of perception, 0.45; motor control, 0.26; sensory discrimination of lengths, 0.19.

The significance of the tests is also brought out clearly by tables which indicate the degree to which the "poor" group overlaps the "good" group in each test. Selective thinking again shows up as the important trait which accompanies efficiency. Not one of the "poor" group reaches the lowest of the "good" group in a combined score of five of the most distinguishing tests. Simpson argues for the view that "by far the most influential factor in making for efficiency in these tests is the native capacity of the individual in question, and not simply his training and environment." More years of schooling goes